Third Global Forum On International Quality Assurance, Accreditation And The Recognition Of Qualification

Learners and New Higher Education Spaces from Principles to Practice

Whitney’s Mass Access, Highest Quality Lowest Cost Postsecondary Education Model

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BEST ASSOCIATES MISSION
AND INSTITUTIONS
Best Associates is a merchant banking firm headquartered in Dallas which pursues global business opportunities that have positive social implications such as education.

Best Associates is pursuing a very dynamic global education mission through the American College of Education, the Epic Learning System and Whitney International University System.

- The American College of Education’s (ACE), mission is to enhance the effectiveness of teachers and administrators while increasing student achievement through improving instructional practices and leadership based on universally accepted scientific methodologies

- The Epic Learning System is a teaching and learning company which implements a school transformation model that improves graduation and increases college readiness of students

- Whitney International University System (Whitney) is a global network of post secondary institutions with the mission of providing universal access to the highest quality and lowest cost relevant higher education throughout the developing world
To best fulfill its mission, Best Associates formed a highly qualified team of educators and business professionals. The following individuals are among the many renowned members of the team who have joined this endeavor:

- Dr. Rod Paige, Former U.S. Secretary of Education,
- Dr. Reid Lyon, the former Education Advisor to the White House,
- Dr. Gerald Heeger, the former President of the University of Maryland University College (UMUC),
- Dr. Mokhtar Annaki, the former Director of Higher Education of the Kingdom of Morocco,
- Mr. Ron Perkinson, the former Principal Education Specialist at the International Finance Corporation of the World Bank Group
2 INTERNATIONAL HIGHER EDUCATION CHARACTERISTICS AND TRENDS
A surge of demand for enrollment in higher education of an unprecedented scale is occurring across the developing world.

There are currently over 30 Million academically qualified students worldwide who cannot go to college because of space and cost barriers.

This number is conservatively expected to exceed 120 Million during the coming ten years.
In the developing world, college participation rates are only in the range of 7% to 12%, with a few reaching as high as 24%, versus over 70% in North America and Europe.

This worldwide demand growth cannot be met by the existing delivery system of traditional universities alone nor by a continued increase of government subsidies to provide higher education on the current basis to all seeking enrollment.

These factors, coupled with booming young population growth throughout the developing world, have created a substantial market and a unique opportunity.
The vast majority of global leaders are coming to the realization that the most important pillar of sustained economic growth and stability in the 21st century is a relevant post-secondary education aligned with the needs of the workforce. More governments see higher education as a key factor in their transition from emerging to developed countries.

Because of budgetary limitations, the majority of leaders are encouraging private sector as well as private-public partnership solutions to the acute shortage of higher education capacity.

Employers continue to demand that graduates and workers fit and adjust to constantly changing markets, equipped with more up to date and relevant skills. Both the private sector and governments are realizing the importance of qualifications and skills of economic relevance, where new and smarter lifelong learning initiatives will provide greater promise of reaching underserved groups and workers.
INTERNATIONAL FINANCE CORPORATION HAS, IN HIGHER EDUCATION, IDENTIFIED SIX CONVERGING FORCES OF CHANGE:

- The increasing demographics across the world
- The global decline in public financing is impacting all levels of education. Governments around the world are balancing the needs of their education systems with fiscal realities
- The increasing importance of knowledge makes it a major driver of economic development today
- The further impact of Globalization: there is a rise of market forces in tertiary education and emergence of a global market for both higher education and training. There is an increase in cross border education models.
- The growing impact of Internationalization leading to a growing cross border activity in faculty exchange, international students and student exchange programs
- The continuing Information & Communications Technologies (ICT) revolution is creating a demand for employees who are capable of attaining new skills constantly. Growing effectiveness in the use of ICT’s can impact on pedagogic strategies, advance conventional delivery models and supplement traditional modes of instruction
3

WHITNEY, A GLOBAL UNIVERSITY FOCUSED ON DEVELOPING COUNTRIES
Whitney is the first global university focused on students in developing countries.

Through its global network of higher education partners and an innovative delivery system, Whitney provides mass access to the highest quality, most affordable postsecondary education in the world,

Whitney is making the dream of universal access to a college education a realistic possibility for millions in all socioeconomic classes.
4

WHITNEY MISSION AND STRATEGY
4.1 A Low Cost, Technology-Based Distributed Delivery System

- Whitney has developed a low cost, technology-based distributed delivery system that permits exponential growth with practically no limitations on enrollments.

- The system can be scaled to any level while maintaining program fidelity and high quality, allowing tuition to be significantly reduced.

- The Whitney delivery system facilitates rapid enrollment growth in a world hungry for higher education.

- It is helping achieve the goal of equal access to information, knowledge and opportunity for all global citizens.
4.2 A Partnership With Select Local Universities

- Whitney implements its mass access delivery system in specific partnership with local universities in countries around the world. These partner universities are postsecondary institutions in which Whitney has invested or with whom Whitney is forming an alliance. Whitney is establishing these post-secondary education alliances and partnerships with select universities, in full compliance with national rules and regulations particularly using the university partners’ accreditation and degree granting authority.

- Over the past 18 months, Whitney has moved rapidly to establish partnerships in key developing markets. Whitney has established university alliances and partnerships in Argentina, Brazil, Colombia, Panama, Mexico and the United States.

- Whitney is also in the process of establishing additional university partnerships across Latin America, North Africa and the Middle East as well as in China, India and Southeast Asia. This presence is positioning Whitney to achieve dramatic enrollment growth.
Add China.
dganji; 20/08/2007
4.2 Partnerships With Select Local Universities

- The focal point of such alliances and partnerships are to educate a large number of citizens in relevant career programs and prepare them to contribute to and benefit from the economic and social development of their country, through a high quality postsecondary education at a very low cost.

- The academic programs will encompass a range of curricula, starting from skill-based learning and short cycle courses to Associate’s Degrees all the way up to Bachelor’s and Master’s Degrees.

- Through the implementation of the Whitney Delivery Model worldwide, WIUS has the opportunity to significantly expand citizens' access to quality education at a low cost and efficiently create a harmony between the education students receive and the needs of the workplace thereby impacting the future of countless individual lives throughout the developing world.
4.3 Public Private Partnerships (PPP’s)

- Future opportunities for both public and private higher education are becoming brighter, as both realize the gains that can come from public private partnerships (PPP’s), working more in partnership for the public and private good.

- Higher education in today’s world has become both a public good, as well as potential market for commercial interests.

- Opportunities also exist for regulatory authorities in higher education to advance nonstate financing in the higher education industry.
4.4 An Innovative Blended Delivery Model

- Whitney’s delivery model combines computer, internet and two-way satellite technologies to deliver a blended learning experience.

- Lectures from distinguished professors originate from Whitney’s higher education partners and are broadcast to classrooms across each country.

- Supporting professors, tutor and mentor between classes to assure that the students learn required material and complete each course on time.
4.5 Current Perception Of Online Courses

A survey conducted by the US Distance Learning Association (USDLA) indicates that:

- 40.7% of schools offering online courses agree that “students are at least as satisfied” with their online courses,
- 56.2% are neutral and
- only 3.1% disagree.
- 57% of users believe that the pace of learning in the next decade will increasingly be set by student choices.
- In the future, most students will spend at least part of their “school days” in virtual classes, grouped online with others who share their interests, mastery, and skills
5

WHITNEY ORGANIZATION
5.1 Whitney Conventional and Distance E-Learning Systems

Whitney International University System (WIUS) is currently offering a wide range of training programs using both conventional and distance e-learning delivery model.

Conventional Higher Educations Institutions

- Conventional Higher Educations Institutions such as universities, colleges, schools and other higher education institutions part of WIUS offer, in addition to their conventional face to face delivery, a wide range of programs using Whitney Blended Distance Learning Model.

- Six of such institutions are offering 117 specific training programs leading to certificates, degrees and specializations.
A Blended Distance E-learning System: Whitney Model

An innovative blended distance e-learning System using scientifically based pedagogy, high technology and advanced quality management system (the Whitney delivery model) in a comprehensive partnership with select higher education institutions the world over.

The Whitney delivery model:

• Utilizes satellite transmission, internet when available, existing education resources and specific learning management systems

• Provides high quality learning experience.

• Enables a highly scalable low-cost enrollment and

• Allows a rapid enrollment growth particularly needed in developing countries.

• The current configuration of this model is shown at 5.8
5.2 Structure of The Whitney Model

- An Educational Alliance or Joint Venture is formed with the University Partners

  - An Alliance or Joint Venture formed as a national or a regional entity in charge of the whole delivery system (academic affairs, ICT aspects, legal and administrative affairs, sales and marketing).

  - An Alliance or Joint Venture is formed between WIUS and a high brand national or regional university or eventually a consortium of universities.

  - The University partner enrolls students, provides accredited programs to be delivered through the model and grants its degrees to successful students of the Whitney Alliance or Joint Venture.

  - The JV as a private entity has its own regulations and management. It is thus not under the direct control of neither WIUS nor the University Partner.
JV Site Partners

- A site partner is a learning facility comply with the Whitney model criteria. Such a site may be a higher education institution, secondary or postsecondary schools, both public and private.

- The number, locations and missions of Site Partners are set based on the national and regional strategy of the Alliance or Joint Venture and on the market needs.

- A site partner provides facilities, equipments for remote classrooms, computer laboratories, recruits students, and provides administrative support services to students.

- Establishing site partners throughout a country enables rapid enrollment growth while keeping student acquisition costs low.

A National Or Regional Broadcasting Studio For Live Lectures

Satellite And Internet Connections
5.3 WHITNEY MODEL IMPLEMENTATION

Whitney implements its delivery system through higher education platforms it establishes in individual countries. It uses the academic programs, accreditation, and brands of acquired and joint venture institutions in deploying the Whitney system.

- Whitney personnel

  - Facilitate the program launch
  - Train the trainers and the main JV staff
  - Provide ongoing support and oversight
Faculty

- Distinguished professors teach live courses from the main studio. These are the best and highest rated professors (generally are university partner faculty) working for the Alliance or the Joint Venture on a contractual basis.

- Supporting professors support each student online and by phone. These professors work for the Alliance or the Joint Venture

- A proctor or a facilitator manages the physical classroom and the computer laboratories, and assists the students in a face to face environment.
Students

• Attend live professor lectures broadcast into site partner classrooms.

• Enroll in Whitney’s partner institutions

• Attend lectures and work together in groups or “cohorts” where group learning and interaction enables high rates of student retention.

Degrees and Certificates

• Students receive upon graduation their certificates and/or degrees from the partner institutions
5.4 COST REDUCTION

• The Whitney System leverages the academic, administrative, and student support resources of partner institutions over significantly increased numbers of students.

• Fixed cost investments by site partners in classroom infrastructure are modest.

• This cost model provides Whitney’s institutions and partners the flexibility to lower tuition and reach a broader and larger market.
5.5 GENERAL COMPETITIVE ADVANTAGES

Whitney’s affiliated institutions have a number of key competitive advantages:

➤ Scalable business model

Whitney’s business model is based on expanding the capacity of affiliated institutions of higher education through distance learning. This allows each institution to leverage its brand, academic programs and infrastructure, and add students at a low incremental cost which provides pricing flexibility.

➤ Affordable tuition

Tuition levels are generally lower than competitors in all markets.
Lower Socioeconomic Markets and working adults

- Lower socioeconomic markets within developing countries represent a significant opportunity. Lower income students are mostly full time workers. So degree programs, facilities, and class schedules are designed to fulfill the needs of working adults.

- While lack of capacity and high tuition costs have been barriers for millions of students, Whitney’s delivery system vastly expands access and reduces cost to less than that charged by existing institutions.

Experienced management

Whitney’s senior management teams have extensive experience in postsecondary education and distance learning.
5.6 FUTURE ACADEMIC DEVELOPMENTS

- Beginning in 2008, Whitney will incorporate EpicSM into the Whitney System.

- EpicSM is a powerful, fully integrated learning system that leverages hardware technology with the most advanced learning management software in the world.

- EpicSM delivers an engaging media-rich curriculum and relevant education experience for students.

- Whitney has exclusive worldwide rights to EpicSM throughout its partner institutions.
Current Whitney System (2007)
Site Design
Studio Equipment
Epic Laptops (2008)
Epic 21 (2008)

**EPIC 21**

- Classroom Teacher
- Proctor Oversees Testing
- INSTRUCTOR
  Support Each Student Online and by Phone

With Epic 21 students can attend regular school, or just come in for testing.

INTERNET or PHONE
6
SPECIFIC BENEFITS FOR A UNIVERSITY PARTNER
Add value to academic capacity and processes using Whitney innovative delivery model that will give an edge to the University Partner in implementing scientifically based pedagogy and training using advanced ICT system;

Broaden the reach and exposure of the University Partner nationally, regionally and internationally. Furthermore the University Partner by becoming part of WIUS international network of quality higher education institutions will advantageously benefit from its global experience, rapid scientific progress, world development and rich exchanges. This specific environment will offer the University Partner a high opportunity for wider academic pursuits;

Significant income with no capital investment and minimal expenditures that may be used as supplementary income for financing various aspects of University Partner development, faculty training, scholarships for worthy and needy students, social and sports activities;
Extensive use of the university resources with associated compensations either as the JV partner or/and as a site partner. The current if any e-learning resources of the university will be enhanced and used at their optimum capacity;

Offering faculty increased opportunities for advanced research, training and practices in distance e-learning, and at the same time providing it with appropriate incentives and additional compensations;

Whitney sends representatives to help recruit and train an operating organization that will launch and run the Whitney System across the country. Whitney representatives remain directly involved until the system is operating smoothly and then provide ongoing support and direction.

Increased access and affordability of quality higher education for worthy students, invaluable human resources needed for the social and economical development of the University Partner Country

Rapid University enrollment growth with little or no use of existing facilities
WHITNEY DISTANCE E-LEARNING DELIVERY MODEL IMPLEMENTATION IN MOROCCO
7.1 Types of higher Education Institutions

Three Types of higher Education Institutions have been prospected:

- Private Higher Education Institutions
- Quasi public University
- Public Universities
Private Higher Education Institutions

These Institutions were fundamentally believed to be the right partners for the implementation of the model because of their flexibility, the advantage of the model and their acute awareness of the current world trend of higher education development. Their sizes and national territory coverage were not appropriate for an efficient mass access low cost approach. Further more these institutions did not have sufficient curricula to start with nor did they possess the critical required number of qualified professors. These institutions can however become site partners
Quasi Public University

Whitney engaged in an intensive discussion with a prestigious quasi public university that expressed a strong interest in the Whitney model. Indeed this university found that the model was innovative both academically and technologically. The model would have efficiently contributed to this university national development strategy. Being highly selective, this university could not adopt neither the mass access nor the low tuition concepts which were both incompatible with its campus current policy.
PUBLIC UNIVERSITIES

Public universities offer actually the best conditions for the Whitney model successful implementation in Morocco:
- **A extensive network of universities** providing an appropriate national territory coverage;
- **Wide choices of accredited curricula** to choose from;
- **Availability of qualified professors** to teach for the JV
- **Low rates of facilities and equipment use** in most of the institutions of selective access;
- The recent reform allows and even encourages universities to engage in partnership with private higher education institutions and in industrial activities;
- Increased need of funding while public budget is leveling off (Increase enrollment demand, Trainings aligned with the job market needs, new curricula development, Equipment renewal and maintenance,…)
- Government as well as Private sectors are asking for trainings aligned with the job market;
- Ambitious national and university policies for ICT development in teaching as well as in the socioeconomic sector;
7.2 Regulation Compliance

- The Whitney model requires that the university partners enroll and grant degrees to the JV’s students;

- Public Higher Education being free, Universities are not allowed to collect tuitions from their enrolled regular students. They can only collect tuitions for continuing education programs for which they can deliver university degrees;

- Current regulations require that a private higher education institution, to be authorized, must own the required infrastructures and qualified academic human resources. The Whitney model contractually utilizes the resources of the partner university and those of the site partners. A positive interpretation of the current regulations will enable the Joint Venture to utilize the Whitney delivery system to get its authorization;

- The joint Venture must obtain required authorization to broadcast its courses through a satellite system. The ANRT sees no objection. It even proposes to assist in setting a pilot project to facilitate the implementation of the system.
7.3 Stakeholders Contributions

Whitney model has been presented to:

• The ministry of Higher Educations with extensive discussion with the director of legal affairs;

• The General Director of the National Telecommunication Regulation Agency;

• The Presidents of identified potential university partners;

• The Directors of some higher educations institutions potential site partners.

All these stakeholders have shown strong interest in the model and believe that it is an efficient system to promote both public and private Moroccan higher education and to help achieve the goal set by the Education and Training National Charter (COSEF) and the Higher Education Global Reform. They invariably all promised to facilitate the model implementation.
7.4 JV PROGRESS

Substantial work and progress have been achieved with a prestigious Moroccan university for the set up of a Joint Venture:

- We have negotiated, prepared and signed a comprehensive memorandum of understanding;
- Prepared the general framework for the set up of the JV Entity specifying the mission of the JV and the contribution of the partners and the site partners;
- Identified curricula of economic relevance and the potential site partners to start with.
- We are presently working on the JV business plan and potential finalization of the joint venture between the University partner and Whitney.